DOCUMENT RESUME

ED 248 484 CS 007 773

AUTHOR Kazemek, Francis E., Comp.; Rigg, Pat, Comp.
TITLE Adult Literacy: An Annotated Bibliography.
INSTITUTION International Reading Association, Newark, Del.
REPORT NO ISBN-0-87207-340-8
PUB DATE 84
NOTE 49p.
AVAILABLE FROM International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714 (Order No. 340, member $2.00, nonmember $3.00).
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Literacy; *Educational Research; *Educational Theories; *Literacy Education; *Program Content; Program Development; Program Effectiveness; Program Evaluation; Reading Instruction; Reading Skills; *Teaching Methods; Writing Instruction

ABSTRACT

Intended for use by literacy workers, teacher trainers, and program developers and directors, this annotated bibliography brings together the most current writings about adult literacy education available in journals, books, and ERIC documents. The entries are arranged into five sections: (1) the state of adult literacy, both in the United States and internationally; (2) ways of looking at literacy; (3) critiques of current philosophical assumptions about literacy; (4) literacy related research; and (5) teaching methods. (FL)

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ADULT LITERACY

An Annotated Bibliography

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1984

U.S. DEPARTMENT OF EDUCATION
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Published by the
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Library of Congress Cataloging in Publication Data

Kazemek, Francis E.
Adult Literacy.

Bibliography: p.
Includes index.
1. Literacy—Abstracts. 2. Reading (Adult education) Abstracts. I. Rigg, Pat. II. Title
KC148.K39 1984 374'.012 84-9038
ISBN 0-87207-340-8

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INTRODUCTION

Philosophical Bases and Biases

Our view of reading owes much to the work of Kenneth S. Goodman, Frank Smith, Louise Rosenblatt, and others. We believe that reading is a process by which a reader interacts with a written text in order to construct meaning. Since reading is a personal construction of meaning, there cannot be only one meaning of a text. Literary critics have known this for a long time. We agree with Roseblatt that there is a *private* meaning—what the text means to the individual—and a *public* meaning—what the text means to a group, a commonly-shared meaning of the text or parts of the text.

The first implication for teaching is that only the readers know if they have built meaning and only the readers can judge the worth of that private meaning. Readers should be given opportunities to test their private meanings against public meanings; there should be no implication that there is only one interpretation of a text. What does this mean in teaching methods? It means that questions about comprehension should be planned to elicit thoughtful discussion rather than to elicit specific details or some predetermined "right" answer.

The second implication for teaching is that all materials must be potentially meaningful to the reader. This means rejecting materials that are based, either explicitly or implicitly, on a fragmented conception of the reading process or on a behavioristic notion of learning. Phonics drills or word lists typify the sorts of material we reject.

Writing, like reading, is a process which enables writers to explore and understand the world and themselves. Like reading, writing is tool with which to think and learn. The writing and reading processes are interrelated and mutually supportive. Much of the emphasis in many literacy programs is upon writing as a skill separate from reading. More seriously, the emphasis in such programs is usually survival writing skills, such as filling out forms and completing applications. We think literacy instruction must be based on the notion that, from the very beginning, adults use writing and reading to understand themselves and their world and as a means of effectively controlling their world.

Intended Audience

This bibliography is for literacy workers, teacher trainers, and program developers and directors. The literacy workers may be tutors volunteering to give up a night a week to help a neighbor learn to read and write letters. They may be teachers, hired part-time usually, facing a class of adults who have come to night school hoping this time they can get their GED. Many people work as literacy workers, some unpaid, some paid, and many underpaid; few of them have more than a day or two of training in adult literacy. This bibliography is for them.

This bibliography is also for persons who train literacy workers: the university professor teaching an education course on Helping the Adult Illiterate; the local leader of Literacy Volunteers of America; the community college teacher who is responsible for four sections of Developmental Reading—each taught by a different public school teacher.

This publication is for program developers and directors. Quite often curriculum developers with experience in the public schools and little or no experience or training in adult education and reading find themselves in charge of organizing and implementing an adult literacy program. This bibliography will provide the resources necessary to address such a task in an intelligent and imaginative manner.

What Is Here—What Is Not?

We have attempted to restrict ourselves to materials that are easily accessible to the literacy instructor and the program director. We have focused on journal articles, books, and Eric reports, all available at most college libraries. We have not included reports of specific literacy programs except where such reports illustrate philosophical, psychological, or pedagogical principles.

There are no lists of commercially published materials to use with adults. We have, however, included a few materials—such as APL and LVA—because they are so widely used. We have also included the IRA Checklist for Evaluating ABE Materials (*Journal of Reading*, 1981).

Readers will find a limited number of sources on writing, because most references to literacy assume that literacy means reading. The literacy instructor will find especially useful several items on writing, such as those by Elsasser and John-Steiner (1977), Fader (1976), Koch (1977), Kohl (1973), and Staton (1981).

We do not include references to English as a Second Language (ESL) because ESL is a topic directed toward another audience. For the same reason, we have not included references to Unesco publications because we are restricting ourselves to literacy instruction in the United States. Reports of literacy programs outside America are included only if they speak directly to U.S. problems.

So much for what is *not* here. What is here? With the exceptions just noted, we have brought together what we think are the most important and the most current writings about literacy education. We have divided this collection into five sections, each focused on a different aspect of literacy education.

Criteria for Selection

Much has been written on the topic of adult literacy and literacy instruction. There are also many articles and books that deal with either "nitty-gritty" aspects of specific programs or with topics that have been dealt with elsewhere in a more comprehensive or imaginative manner.

From this mass of material, we have selected items according to five basic criteria. First, the book or article exemplifies our philosophies: the view of reading and writing is psycholinguistic; the view of teaching and learning is humanistic, not behavioristic. Second, the book or article has both immediate and long term relevancy; that is, it deals with the structures and processes of literacy, not with aspects of literacy or literacy instruction that may be irrelevant in a few years. Third, while some items do not exemplify our theoretical positions, they are especially influential and they cannot be ignored. These include the work of Laubach (1970), Literacy Volunteers of America (Colvin, 1976), APL (Northcutt, 1975, 1976), and Sticht (1972, 1975). Fourth, the item is directed at literacy workers, trainers of literacy workers, and program developers and directors. Fifth, the item is relatively easy to obtain.

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Section 1 THE STATE OF ADULT LITERACY

The first section addresses the question, "What is the state of adult literacy in the United States?" This section includes general descriptions of literacy programs, both historical and contemporary. Also included are writings focused on the needs of adult illiterates in the United States, including references to some specific groups, such as the aged and the unemployed. A second part of this first section addresses the question, "What is the state of adult literacy outside America?" Included are reports of literacy campaigns in Cuba and Nicaragua, and the writings of those who are concerned with applying these ideas and programs in the United States.

National

Bailey, Richard W., and Robin W. Fosheim (Eds.). *Literacy for Life: The Demand of Reading and Writing*. New York: Modern Language Association of America, forthcoming.

Collection of essays dealing with the following topics: World literacy, the relationships between literacy and politics, the uses of literacy in vocations and professions, the problems of literacy in various educational settings, the teaching of literacy.

Broschart, James R. "A Synthesis of Selected Manuscripts about the Education of Adults in the U.S." *Lifetime Learning Act*. Washington, D.C.: U.S. Government Printing Office, 1975.

An overview of adult education in the United States. Broschart looks at some of the major concerns of adult educators and examines such things as: 1) theories of learning as related to adults; 2) the nature of the adult learner; 3) life stages; and 4) barriers to adult learning. He says that one of the central issues in adult education in the United States is: "Who will teach what, to whom, where, when, and how?" He proposes one general framework for lifelong learning.

Carroll, John B., and Jeanne S. Chall. *Toward a Literate Society*. New York: McGraw-Hill, 1975.

Volume contains the report of the Committee on Reading of the National Academy of Education and a series of papers commissioned by the Committee. The 12 papers vary

in quality. Four are especially relevant for adult literacy educators and are annotated in other parts of this bibliography (Ryan & Furlong; Saxe & deLone; Weber, all in Section 1 and Bormuth in Section 2).

Committee report reflects three assumptions questioned by many educators and researchers. The Committee maintains that 1) there is one standard of literacy that should be attained by all members of society: "In terms of grade levels of difficulty, a meaningful goal would be attainment of twelfth grade literacy by all adults—roughly, the ability to read with understanding nearly all the material printed in a magazine like *Newsweek*"; 2) literacy causes social and economic prosperity and does not follow it: "in the *long* run, raising the nation's level of literacy, however defined, could bring social and economic benefits to the nation"; 3) illiteracy causes crime and poverty: "The fact is that illiteracy is very much bound up with other social problems and that the long range plans for dealing with crime, poverty, etc. must include a concerted attack on illiteracy."

Childers, Thomas. *The Information Poor in America.* Metuchen, New Jersey: Scarecrow Press, 1975.

This is a bibliography of 725 entries dealing with disadvantaged groups in the United State: materially poor people of all races; poor farmers and migrant workers; aging adults; prisoners; and others. Childres calls these "the information poor," and says that they 1) do not see their problems as needs for information; 2) do not actively seek information; 3) are locked into informal information networks and, when these networks are inadequate, the information poor do not know how to enter or use other networks. Entries are indexed according to topics (e.g, Health, Aging). The portrait of the adult who is information poor is revealing and has many important implications for literacy instructors.

Coles, Gerald S., and Lynn Coppel. "Literacy, CETA, and Unemployment: Coming Up Empty," *Urban Education,* 17 (July 1982), 199-212.

An impassioned article which decries the abandonment of the poor and illiterate by the government, business groups, and other power groups. Coles and Coppel contend that there are three main reasons for the continuation of widespread illiteracy in the U.S. The problem of illiteracy 1) has not been addressed with adequate funding of literacy programs; 2) has been approached as if it were separate from other social problems and has been dealt within and of itself; 3) has not remained in the forefront as a conspicuous, explicit concern, especially at the local level. Strong relationships among illiteracy, poverty, economics, politics, and unemployment are examined. The authors maintain that those who have the least are the ones getting the least. "Locked in place, their low literacy and job skills become the ideological rationale that explains why the undereducated poor are in their place in the first place."

Cook, Wanda. *Adult Literacy Education in the United States.* Newark, Delaware: International Reading Association, 1977.

General overview of the history of American literacy as it relates to adult learners from 1900 to the present. Cook examines (decade by decade) legislation affecting literacy

education, literacy programs, methods and materials, professional activities, and the social climate within which these things developed. Especially important are the connections Cook makes between definitions of literacy and the development of literacy programs and the social and political realities of particular time periods in the United States: "The reader will note that the federal government's concern with the problem surfaces mainly during times of national conflict." The extensive bibliography is not annotated.

Cranney, A. Garr. "Two Decades of Adult Reading Programs: Growth, Problems, and Prospects," *Journal of Reading,* 26 (February 1983), 416-422.

Cranney examines the development of adult basic education and college remedial reading programs by focusing on teacher training, tests and materials, evaluation, and the literature of adult reading. He concludes that although adult reading is still not a mature field, "general progress in the field is evident." He observes that more adult reading research is being done and that "identifiable literature, professional organizations, and training opportunities are available."

Harvard Educational Review, 40 (May 1970).

A special issue on "Illiteracy in America." Although more than a decade old, this issue is still important because it sets forth many of the problems and differing philosophical positions concerning adult literacy instruction that educators are still struggling with today. Among the articles included are the following:

Paulo Freire. "The Adult Literacy Process as Cultural Action for Freedom."
David Harman. "Illiteracy: An Overview" (international in scope).
Wayne O'Neil. "Properly Literate."
Neil Postman. "The Politics of Reading" (Postman has subsequently rejected the position presented).
Jane W. Torrey. "Illiteracy in the Ghetto."

Hunter, Carman St. John, and David Harman. *Adult Illiteracy in the United States: A Report to the Ford Foundation.* New York: McGraw-Hill, 1979.

The most comprehensive study of illiteracy in the United States to date; should serve as a starting point for anyone interested in learning about the topic. Hunter and Harman examine four general areas: 1) What is adult illiteracy? 2) Who are adult illiterates? 3) What is being done about adult illiteracy? 4) What should be done about adult illiteracy, by whom and how? Explores the complex relationships among the poor, racial, and ethnic minorities; those with less than a high school education; and those lacking conventional or functional literacy skills. Authors discuss various approaches to adult literacy education and contend that adult education must be viewed as an integral part of the larger social and economic system. Their principal overall recommendation is that we establish "new, pluralistic, community-based initiatives whose specific objective will be to serve the *most* disadvantaged, hard core poor, the bulk of whom never enroll in any existing program." Includes a summary of specific recommendations for dealing with the problem of illiteracy, an annotated bibliography on adult illiteracy, and special annotated bibliographies on specific topics.

Johnson, Laura (Ed.). *Reading and the Adult Learner*. Newark, Delaware: International Reading Association, 1980.

This collection contains 14 short articles on various aspects of adult literacy and adult literacy instruction, e.g., theory, research, reading in jail, reading and the elderly, APL, computer assisted instruction. The articles indicate how diverse literacy instruction is, in both settings and methods. Unfortunately, the articles are not joined together by any underlying theoretical or philosophical orientation; moreover, they are of uneven quality.

Kingston, Albert J. "Does Literacy Really Enhance the Lives of the Elderly?" *Reading World*, 20 (March 1981), 169-172.

Kingston says that many adults, both old and not-so-old, are "aliterates," that is, people who don't read even though they can. He contends that most "literacy programs are highly oriented to the achievement of fundamental reading skills. As such they have limited objectives. . . . Rarely do they move the participant to the joys of reading. . .even current works which might stimulate thought and discussion, for the goal of most programs is functional literacy." Since very few literacy programs have been evaluated in "terms of the degree to which mastery of reading affects the total life of those participating," Kingston calls for more meaningful evaluation and for more and better programs to open the world of print to elders.

Kozol, Jonathan. *Prisoners of Silence: Breaking the Bonds of Adult Illiteracy in the United States*. New York: Continuum, 1980.

The "prisoners of silence," says Kozol, are those adult illiterates "who are not merely excluded from the marketplace of decent, dignified employment, but also denied the voice with which to protest their denial and exclusion. . . ." He examines the problem of adult illiteracy in the United States and attempts not simply to "restate the problem" but to begin "the search for answers" by putting the ideas of Freire, Illich, and Paul Goodman into a prototypical literacy compaign for the U.S. Kozol calls for a massive volunteer effort and campaign similar to the Cuban Literacy Campaign of 1961. He contends that community based initiatives should include volunteer literacy workers. This book is a passionate plea for each person to start breaking the bonds of silence; at the same time, the message is practical and literacy educators are advised to work with whatever allies they can find.

Lumsden, D. Barry. "Why Johnny's Grandparents Can't Read," *Educational Gerontology*, 4 (July-September 1979), 297-305.

Lumsden maintains that the illiteracy of some elders is rooted in the great social and economic upheavals of the past. Little is being done to meet the needs of illiterate elders. Moreover, the literacy programs that do exist "provide a curriculum consisting of content and concerns that do not really count" and do not "stir the heart and motivate the soul." Specifically, Lumsden says the curriculum lacks 1) materials especially designed to teach elders to read, 2) content that relates to actual needs and interests of the elderly, 3) empirically-validated materials insofar as their instructional effectiveness is concerned. He contends that the U.S. is locked into a "schoolroom"

mentality, and that we need to break away and initiate a national effort with the commitment, dimensions, organization, and direction of the 1961 Cuban Literacy Campaign.

Mezirow, Jack, Gordon G. Darkenwald, and Alan B. Knox. *Last Gamble on Education: Dynamics of Adult Basic Education.* Washington, D.C.: Adult Education of the U.S.A., 1975.

Reports the findings of a two year research project which analyzed various ABE programs in urban areas. The authors wanted to determine how the best features of these programs could be used in other ABE programs. Biweekly they observed 59 ABE classes and received completed questionnaires from 118 program administrators and 1,900 teachers. They found that the most effective programs are based on individualized instruction, adaptable to student needs. They recommend that adult literacy workers develop alternative literacy methods and liaisons among a varity of community groups and resources. They also cite negative aspects of various ABE programs that literacy instructors and program directors should avoid.

Ryan, T.A., and William Furlong. "Literacy Programs in Industry, the Armed Forces, and Penal Institutions," in John B. Carroll and Jeanne S. Chall (Eds.), *Toward a Literate Society,* New York: McGraw-Hill, 1975.

Authors look at literacy programs in industry, the Armed Forces, and prisons and find inadequacies in all three: 1) they contend school measures of literacy may not transfer to literacy requirements on the job; 2) they maintain that the "military is not currently attending to the problems of recruiting and educating the illiterate, and does not feel the need to"; 3) they point out that "there are probably a quarter million individuals, both adults and youth, incarcerated in this country on any one day, who cannot cope with reading tasks as well as the average sixth grade student." Ryan and Furlong conclude that we need literacy programs of longer duration and that the instructors in these programs need not be university trained reading educators.

Saxe, Natalie, and Richard H. deLone. "The Political Implications of a National Reading Effort," in John B. Carroll and Jeanne S. Chall (Eds.), *Toward a Literate Society.* New York: McGraw-Hill, 1975.

Saxe and deLone maintain that there is a lack of national concern about illiteracy. Moreover, most literacy programs are ineffective because "a reading program divorced from realignment of power, influence, and income has dismal prospects for success." Authors conclude that a national reading effort must be undertaken and it "should bypass the existing education macrostructure."

Venezky, Richard L. "The Orgins of the Present Day Chasm between Adult Literacy Needs and School Literacy Instruction," *Visible Language,* 16 (Spring 1982), 113-127.

Venezky argues three main points: 1) He contends that there is a chasm between adult literacy needs and the literacy instruction in schools. "Adults need a certain set of literacy skills for success in everyday life: for work, for citizenship, and for recreation.

The schools are teaching something else. . . . In even simpler terms, the schools are not stressing reading, but literary appreciation." 2) Comprehension was not a major concern in the early days of reading instruction and when emphasis did begin to turn to comprehension in the beginning of this century, "the advent of behaviorism retarded the psychological study of comprehension processes until the 1950s." 3) The content of "school readers has reflected throughout the history of this country the images and aspirations of the social majority." He concludes by arguing for a plan of instruction which makes "literacy instruction more congruent with the literacy needs of society.

Weber, Rose-Marie. "Adult Illiteracy in the United States," in John B. Carroll and Jeanne S. Chall (Eds.), *Toward a Literate Society*. New York: McGraw-Hill, 1975.

Weber presents an overview which deals with the extent of illiteracy in the U.S.; problems with defining literacy, especially functional literacy; aims of literacy instruction; research on adults learning to read; literacy education programs; materials and methods used in such programs; preparation of literacy instructors; and literacy tests. Among other important points, Weber questions three assumptions held by many adult educators and program planners. She contends that 1) "education does not create economic prosperity but rather follows on it"; 2) literacy skills in themselves do *not* qualify one for better employment opportunities; 3) the "assumption that adults learn to read the same way as children has hardly been questioned." Weber asserts that this assumption is erroneous. She concludes that perhaps "the most persistent weakness in literacy instructional programs is that. . .few have hardly departed in any significant way from the objectives and curricula of children's reading programs."

International

Arnove, Robert F. "The Nicaraguan National Literacy Crusade of 1980," *Phi Delta Kappan*, 62 (June 1981), 702-706.

Arnove presents a brief report which describes the organization, methods, materials, and outcomes of the Nicaraguan Literacy Campaign. The campaign was based on ideas similar to those of Paulo Freire and modeled after the Cuban Literacy Campaign of 1961. Literacy workers used a primer like that of the Cubans, and techniques based on Freire's dialogue. Arnove points out some of the pedagogical problems that arose during the campaign, problems which literacy instructors in the United States often face: ". . .many learners were grappling with letters, sounds, and parts of words—not with ideas."

Bhola, Harbans S. "Why Literacy Can't Wait: Issues for the 1980s," *Convergence*, 14 (1981), 6-22.

Focusing on Third World countries, Bhola explores the immediate need for literacy instruction, the effects of literacy on the individual and society, possible negative effects and abusive uses of literacy, various approaches for literacy promotion within a society, and the need for mass literacy campaigns. He concludes by making an urgent appeal for immediate action.

Cardenal, Fernando, and Valerie Miller. "Nicaragua 1980: The Battle of the ABCs," *Harvard Educational Review*, 51 (February 1981), 1-26.

This is a firsthand, fervent report by two educators associated with the literacy campaign in Nicaragua in which 150,000 volunteers, mostly young people and students, taught basic reading and writing skills to 400,000 illiterates in approximately 6 months. Cardenal and Miller deal in some detail with the specific problems of organizing such a campaign, implementing it, and finally demobilizing the large number of volunteer tutors once the campaign was over. They contend that the "success of the campaign depended not on scientifically tested educational theories of complex planning systems, or even sophisticated curriculum design." The campaign was a success, they say, because of the enthusiasm, concern, and commitment engendered in both tutors and students by the revolution.

Deiner, John T. "The Nicaraguan Literacy Crusade," *Journal of Reading*, 25 (November 1981), 118-125.

Deiner presents a clear, nonpartisan account of the "planning, organizing, implementation, and teachings of the Nicaraguan Literacy Crusade and speculates about its political impact." He says that criticism of the campaign often centers around the political nature of the materials used; critics argue that the main purpose of the campaign was to build support for the Sandinista regime. Deiner examines the literacy materials and maintains that given the "decision to adopt and modify Freire's ideas and methods, it would have been impossible to produce a nonpolitical text. Critical and emotional involvement is required, and political discussions produce such involvement."

Freire, Paulo. *Pedagogy in Process: The Letters to Guinea-Bissau*. New York: Seabury Press, 1978.

The book is divided into two sections: 1) a 64-page introduction by Freire in which he discusses the main ideas of his pedagogy; 2) 17 letters by Freire to the Commissioner of Education in Guinea-Bissau and to some of the literacy workers there. As Kozol says in the Preface, this is the "most accessible" of Freire's books; it is probably the easiest to read. A good introduction to Freire's work by Freire himself.

Harman, David. "Review of *The Experimental World Literacy Program: A Critical Assessment*," *Harvard Educational Review*, 47 (August 1977), 444-447.

Harman reviews the Unesco report that documents the failure of the Unesco program which tried to tie literacy development to economic development in eleven Third World countries. He contends that an "acceptance of the recipients' world view as legitimate and a sensitivity to the dynamics of nonliterate cultures have eluded literacy programing throughout its unhappy history and remain absent in the current volume." Harman maintains that programs must be appropriate to the needs and characteristics of potential participants; moreover, there are no quick or short term cures. "Ultimately, it is the perception of the recipient of education that should dictate a program's form and content."

Harman, David. "Review of *Pedagogy in Process: The Letters to Guinea-Bissau*, by Paulo Freire," *Harvard Educational Review*, 49 (February 1979), 107-110.

This review is important, especially for anyone attempting to practice Freire's pedagogy, because in it Harman calls attention to various unresolved problems with Freire's approach: "From a methodological and pedagogical point of view, the book is disappointing because it does not deal effectively with these issues, which Freire has not addressed in his previous work and thus remain major hurdles for those who seek...a new and viable approach" to adult literacy instruction. The issues revolve around the "transition from the generative words to actual practice." Foremost among these issues, says Harman, is Freire's mechanical, repetitive method which "has been found to be boring to adults and not very effective; moreover, the sequencing required by this method may contribute to high dropout rates." Harman also points out that although Freire is critical of the use of primers he advocates the same thing under the guise of another name—notebooks.

Journal of Reading, 25 (December 1981).

A special issue commemorating the 20th anniversary of Cuba's National Literacy Campaign. Eight articles are divided into four sections: Cuba's schools, twenty years later; literacy and adult education; children's reading and literature; the Cuban educational system. The articles provide not only a good overview of the present educational system in Cuba, but a fine historical and developmental perspective as well. The articles vary in quality. One of special note is Leiner's "Two Decades of Educational Change in Cuba," a comprehensive look at the present educational system in Cuba as it compares to the educational system that existed before the Literacy Campaign.

Kozol, Jonathan. *Children of the Revolution: A Yankee Teacher in the Cuban Schools*. New York: Delacorte, 1978.

Based on two extended visits to Cuba in 1976 and 1977, Kozol writes of the progress in literacy made by the Cubans since 1961. He reports interviews with some of the original participants of the 1961 Literacy Campaign as well as present teachers and students in adult education classes and secondary schools. The book is divided into four parts: 1) a detailed description of the literacy program, utilizing discussions with those who participated in the 1961 campaign; 2) an examination of the "Battle for the Sixth Grade," the follow-up educational programs for adults; 3) an interview with the Cuban Director of Education; 4) a report of Kozol's visits to various Cuban secondary schools. Appendices include samples of materials and tests used in the 1961 campaign and a bibliography which primarily deals with Cuban and Third World literacy problems and programs.

Kozol, Jonathan. "A New Look at the Literacy Campaign in Cuba," *Harvard Educational Review*, 48 (August 1978), 341-377.

Kozol traces the history and documents the success of the Cuban Literacy Campaign. He describes "the recruitment and training of volunteer teachers and the development of instructional materials that were frankly political in nature." This is a "case study of

the application fo Freire's educational principles." Kozol examines the Cuban Literacy Campaign in much greater depth and scope in *Children of the Revolution*, reviewed elsewhere in this bibliography.

Laubach, Frank C. *Forty Years with the Silent Billion: Adventuring in Literacy*. Old Tappan, New Jersey: F.H. Revell, 1970.

Laubach, the Christian missionary who spent most of his life teaching people how to read, recounts his experiences in numerous countries. He describes how materials were developed, tutors trained, programs established, and his "Each One Teach One" philosophy implemented. This book is important because it contains the religious, philosophical, and psychological foundations of the Laubach Literacy Program, one of the largest volunteer literacy programs in the world.

Section 2 WAYS OF LOOKING AT LITERACY

The second section addresses the question, "What are some ways of looking at literacy and illiteracy?" The writings in this section deal with defining illiterates; examining what uses illiterates have for reading and writing; and ways to approach the topic of literacy, such as ethnographically, phenomenologically, descriptively.

Bormuth, John R. "Reading Literacy: Its Definition and Assessment," *Reading Research Quarterly*, 9 (1973-1974), 7-66.

Bormuth examines various concepts of literacy, the nature of literacy behaviors, and the testing of literacy behaviors. "In essence, this article has been seeking a useful way to *ask* the question, 'How well should a person learn to read?'...We choose to think in terms of models that regarded a person as literate when he could perform well enough to obtain the maximum value from the materials he needed to read." As far as specific models which help us determine when a person is literate, Bormuth contends that "these models,...provide only preliminary and potential answers to the central question—how well a person should learn to read."

Bormuth, John R. "Reading Literacy: Its Definition and Assessment," in John B. Carroll and Jeanne S. Chall (Eds.), *Toward a Literate Society*. New York: McGraw-Hill, 1975.

A shortened version of Bormuth's *Reading Research Quarterly* article (see previous annotation).

Cervero, Ronald M. "Does the Texas Adult Performance Level Test Measure Functional Competence?" *Adult Education*, 30 (Spring 1980), 152-165.

The Adult Performance Level (APL) Survey is a test which its publishers say measures "skills and knowledge necessary for successful adult living in our complex society" (American College Testing Program, *APL Program*). A team led by Norvell Northcutt defined "successful" adult on the basis of income, occupation, and years of schooling; the higher any of these three, the more successful and the higher the level of functional competence. After establishing a wealthy lawyer as more "functionally competent" than a poor day laborer, Northcutt et al. looked at characteristics of each, assuming

those characteristics were the causes of the differences between the successful lawyer and the less successful laborer and establishing these characteristics as the criteria for success and for functional competency. Cervero reanalyzed the data on which APL based its criteria. He answers the question, "Does APL measure functional competency?" with a clear NO. Cervero faults two foundations of APL: The method of establishing criteria, which he sees as circular; and the implied but unacknowledged value system.

Collins, Michael. "A Critical Analysis of Competency-Based Systems in Adult Education," *Adult Education Quarterly*, 33 (Spring 1983), 174-183.

Collins explores the underlying philosophical and psychological foundations of competency based educational programs for adults and finds them both reductive and simplistic. These programs are "based on the questionable assumption that competency is something that can be grasped apart from the practical activity in which it is expressed." Writing from a phenomenological perspective, Collins argues that the prepackaged guidelines and prescriptive methodologies of competency based programs ignore the fact that social reality is not fixed, but is constantly in flux and is something over which people have conscious influence. He asks, "... would it not be more practical to emphasize educating for intelligent flexibility rather than engendering more and more competency based lists to match new and ever-changing job specifications?"

Collins, Michael. *Phenomenological Perspectives in Adult Continuing Education: Implications for Research and Practice*. Manhattan, Kansas: Kansas State University, 1981. (ED 202 993)

Collins describes in some detail how certain basic phenomenological principles are especially relevant for adult literacy instruction. In general, he maintains that literacy program developers must: 1) come to grips with the experience of each student; 2) come to grips with the relevant dimensions of the particular community's "stock of knowledge" (beliefs, mores, and perceptions of reading and writing); and 3) help literacy educators become systematically aware of how their backgrounds overlap and differ from those of the students and the community.

Eberle, Ann, and Sandra Robinson. *The Adult Illiterate Speaks Out: Personal Perspectives on Learning to Read and Write*. Washington, D.C.: National Institute of Education, 1980. (ED 197 771)

Eberle and Robinson use the actual reports of illiterate adults to help examine several questions: What is it like to be illiterate? What is it like to decide to become literate? What is the process of becoming literate like? Who can support this process and how? How does the Vermont ABE program integrate home based tutorial instruction with more traditional methods? Eberle and Robinson deal with a wide range of important aspects of learning to read: literacy myths, forces which prevent adults from remaining in programs, hard realities (such as the illiterate's terror of being found out), need for affective and cognitive unlearning. The authors stress the importance of designing the program to fit *students'* goals; moreover, they contend that decision making and the

necessity of generating energy for learning must be placed squarely with the students, even when the students would abdicate their responsibility to the teacher. Finally, they emphasize the importance of the caring qualities of instructors and the instructors' and students' shared realization that progress probably will be slow and difficult.

Griffith, William S., and Ronald M. Cervero. "The Adult Performance Level Program: A Serious and Deliberate Examination," *Adult Education*, 27 (Summer 1977), 209-224.

Griffith and Cervero critically examine the Adult Performance Level Program (APL) and discuss its weaknesses and biases. They criticize APL on two grounds: 1) the APL program accepts and propagates the status quo; 2) there is no evidence that the APL criteria for competency are related to effective functioning and success in adult life. Nevertheless, they contend, the Office of Education has been hard-selling the program.

Guthrie, John T. "Equilibrium of Literacy," *Journal of Reading*, 26 (April 1983), 668-670.

In place of the traditional view of literacy which maintains that "there is one level of proficiency that is suitable for all individuals, irrespective of literacy demand," Guthrie discusses a social interactional view of literacy based on an individual's personal literacy level and the demands of the specific environmental context in which the individual lives. Thus, a person who has a low level of literacy development may be able to function quite well in a context which makes few literacy demands. At the other extreme, an individual who lives in a context which makes great demands on literacy skills (for example, the context in which lawyers work) must have a high level of literacy development. Individuals with varying literacy levels can be judged "literate" or "illiterate" by examining the specific contexts in which they live and work. "Understanding literacy as a state of equilibrium between these two forces is the first step in developing realistic educational programs."

Guthrie, John T., and Irwin S. Kirsch. *What Is Literacy in the United States?* Technical Report #5. Newark, Delaware: International Reading Association, 1983.

Authors contend that the traditional perspective of literacy which governs research program development and adult literacy instruction is based on a set of assumptions not supported by research or experience. These assumptions are that "reading is individualistic, singular, and dictomous...." In place of the traditional perspective, the authors discuss a social interaction perspective which contends that reading is not a static characteristic of the individual but, instead, is closely tied to the "environment, the social expectations, and the reading activities that others may expect...." Thus, a person may be literate in one situation and less literate in another. "A person's degree of literacy may be gauged by the extent to which prevailing demands encountered by the person are met by existing competencies." In order to establish a basis for understanding the nature and extent of literacy in the United States, Guthrie and Kirsch say the following research is needed: "1) a description of the demands for literacy within defined social situations; 2) the competencies needed to meet these demands; and 3) the activities or practices of literacy."

Heath, Shirley Brice. "Protean Shapes in Literacy Events: Ever-Shifting Oral and Literate Traditions," in Deborah Tannen (Ed.), *Spoken and Written Language: Exploring Orality and Literacy*. Norwood, New Jersey: Ablex, 1982.

Heath wanted to know: "Where, when, how, for whom, and with what results are individuals in different social groups of today's highly industrialized society using reading and writing skills? How have the potentialities of the literacy skills learned in school developed in the lives of today's adults?" In partial answer to these questions, Heath reports on how the people in Trackton, a black working class community, use reading and writing for numerous purposes, almost all of which are social. She contends that for the people of this community there are more occasions which call for appropriate knowledge of forms and uses of oral language than there are occasions which call for extended reading and writing. Heath concludes by saying that we should "think of two continua, the oral and the written. Their points and extent of overlap, and similarities in structure and function, follow one pattern for Trackton, but follow others for communities with different cultural features."

Kirsch, Irwin, and John T. Guthrie. "The Concept and Measurement of Functional Literacy," *Reading Research Quarterly*, 12 (1977-1978), 485-507.

Kirsch and Guthrie examine the literature that pertains to the measurement of functional literacy. They find a lack of agreement as to what functional literacy is with a concomitant lack of agreement as to what should be measured: "... the measures of functional literacy reviewed here seem inadequate in their present form." They suggest that new measures be developed which distinguish between the concepts of *functional literacy* and *functional competence*. "It would seem prudent to use the term *literacy* to refer to reading and cognitive competence to refer to general skills in listening, reading, writing, and calculating. Affective characteristics, such as motivation, perseverance, and dependability, that seem to be needed for job performance, should not be confused with literacy or cognitive competency. Functional literacy refers to how well a person can read materials associated with 'survival' activities."

Levine, Kenneth. "Functional Literacy: Fond Illusions and False Economies," *Harvard Educational Review*, 52 (August 1982), 249-266.

Levine, a sociologist, says that since World War II adult basic education has been influenced by the concept of functional literacy. Behind the superficial appeal of this concept is a "tangle of flawed assumptions and ambiguities." More specifically, Levine contends that "with the exception of rough grade equivalents, no empirical criterion for functional literacy is forthcoming...." Furthermore, attempts at determining functional competency such as the Adult Performance Level (APL) standards are sorely inadequate: "Only through crude empiricism and political crassness can this trio of variables [income, occupation, educational level] be accepted as a satisfactory interpretation of social survival." Levine concludes that literacy is a social practice which occurs within particular cultural and political contexts; thus he sees a need for new definitions of literacy which are not based on the taste of a middle class elite.

McDermott, R.P. "Achieving School Failure. An Anthropological Approach to Illiteracy and Social Stratification," in Harry Singer and Robert Ruddell (Eds.),

Theoretical Models and Processes of Reading, Second Edition. Newark, Delaware: International Reading Association, 1976.

In this complex and difficult essay, McDermott explores how children learn to be failures in school. He contends that minority children learn how *not* to read by becoming selectively inattentive to the teacher and to reading tasks. Verbal and body language of minority children and their teacher frequently differ. In such situations, the teacher disregards and demeans the children's language and thus the children themselves. Treated thus, children ignore the teacher: "If the teacher is going to send degrading messages of relationship regardless of how the game is played, the child's best strategy is to stop playing the game." "Achieved failure" has many important implications for the adult literacy instructor who may later work with these children when they become adults.

McDermott, R.P. "Social Relations as Contexts for Learning in School," *Harvard Educational Review*, 47 (May 1977), 198-213.

Article is divided into three parts: 1) a discussion of ethnography; 2) an ethnographic examination of two methods of classroom organization (authoritarian and guidance-based); 3) an analysis of how children become organized for learning to read, or learning not to read, in the classroom. Stressing the importance of understanding the way in which relations between teacher and students affect the development of a learning environment, McDermott examines how classroom interaction promotes or retards learning.

Northcutt, Norvell. *Adult Functional Competency: A Summary*. Austin: The University of Texas, 1975.

Northcutt summarizes the central objectives of the Adult Performance Level (APL) project, which are "to specify the competencies which are functional to economic and educational success in today's society and to develop devices for assessing those competencies of the adult population of the United States." Competency according to APL is based upon three criteria: level of education, level of income, and status of occupation. Thus a janitor with seven years of education and a yearly income of $8,000 is placed in the APL 1 category—"Adults Who Function with Difficulty." A medical doctor with a yearly income of $75,000 is placed in the APL 3 category—"Proficient Adults." Northcutt says that according to these guidelines, 34 million adults function with difficulty (APL level 1) and 39 million are functional, but not proficient (APL level 2). He describes the methodology by which the three APL levels of functional competency were established, the validity and reliability of the levels, and the educational implications of the APL description of competency. The APL standards of competency are important because, for better or worse, they are being adopted as *the* standards by many literacy programs, funding agencies, writers and researchers, and even some public schools.

Olson, David R. "The Language of Instruction: The Literate Bias of Schooling," in Richard C. Anderson, Rand J. Spiro, and William E. Montague (Eds.), *Schooling and the Acquisition of Knowledge*. Hillsdale, New Jersey: Erlbaum, 1977.

Olson maintains that the "naive" psychology which underpins most education in the U.S. assumes that the effects of experience can be considered as knowledge, that knowledge is always conscious, and that knowledge can be translated into words. "... the coding of experience that we call knowledge is not knowledge in general; it is that picture of reality that is constructed to sustain the specialized literate activities of science and philosophy." Olson says, however, that there are other commonsense ways of knowing in addition to the literate way. Schools tend to ignore these commonsensical ways of knowing. "But if we value a wider range of competence, commonsense knowledge and conversational language should be incorporated so as not to exclude people from access to important but nonliterate forms of competence."

Peck, Cynthia Van Norden, and Martin Kling. "Adult Literacy in the Seventies: Its Definition and Measurement," *Journal of Reading*, 20 (May 1977), 677-682.

Authors examine various attempts to define and assess adult literacy. The article is important because of the questions the authors raise concerning the serious problems associated with assessing and defining literacy in the United States. For example, how can an author of a criterion referenced literacy test determine at what point a person is literate or illiterate? These questions still need to be asked.

Philips, Susan U. "Literacy as a Mode of Communication on the Warm Springs Indian Reservation," in Eric H. Lenneberg and Elizabeth Lenneberg (Eds.), *Foundations of Language Development*, Volume 2. New York: Academic Press, 1975.

Philips explores the social uses of literacy in a community of Indians in central Oregon. She says that a diversity of codes and speech styles depend, in part, on particular social contexts. Thus, one must view literacy as "one of many modes of communication comprising the communicative repertoire of a community rather than to view the functions of literacy in isolation." Philips describes how the functions and uses of literacy and the perceptions of the value of literacy differ greatly between the members of the Indian community and the educators of the white public school community. She contends, therefore, that educators must design literacy programs "that build on current local uses of literacy, and on current needs—not on presupposed uses that are in fact nonexistent."

Resnick, Daniel P., and Lauren B. Resnick. "The Nature of Literacy: An Historical Exploration," *Harvard Educational Review*, 47 (August 1977), 370-385.

Authors provide an historical examination of literacy from the Reformation to the present time by examining selected European and American models of literacy. They confirm the assumption held by many scholars that literacy requirements are determined by the needs of a particular society at a particular time. During earlier periods of our history, for example, literacy was based on the simple abilities of signing one's name and reciting familiar prayers. Thus, seen from a historical perspective, the demand for high literacy levels for *all* people is a very recent phenomenon. The authors conclude that pedagogical practices from the past offer little hope for dealing with reading problems as currently defined. "The old tried and true approaches, which nostalgia prompts us to believe might solve current problems, were designed neither to

achieve the literacy standard sought today nor to assure successful literacy for everyone."

Sticht, Thomas G. *Literacy and Vocational Competence.* Columbus, Ohio: National Center for Research in Vocational Education, 1978.

Sticht briefly examines some of the issues related to occupational literacy: e.g., the relationship of literacy to different jobs, the nature of job reading tasks, and the identification of different reading demands for different jobs. He contends that in the "absence of a sound theory of literacy in vocational settings" any attempt to establish minimal competency levels for successful participation in a particular occupation will remain "largely arbitrary and open to skepticism."

Szwed, John F. "The Ethnography of Literacy," in Marcia Farr Whiteman (Ed.), *Variation in Writing: Functional and Linguistic-Cultural Differences.* Writing: The Nature, Development, and Teaching of Written Communication Series, Volume 1. Hillsdale, New Jersey: Erlbaum, 1982.

Szwed contends that recent research, especially ethnographic research, has shown that there is not one single standard of literacy for all people. Instead, he says there is a "plurality of literacies" based on the particular social context and the individual's needs, purposes, and motivations for reading and writing within that context. Szwed maintains that we must move beyond school based notions of literacy which view reading and writing as abstract, decontextualized skills. We must attempt to discover the social meaning of literacy in ordinary life activities of ordinary people; literacy instruction must be built around the ways real people use reading and writing in their lives.

Taylor, Nancy, Peggy Wade, Shirley Jackson, Irene Blum, and Laurie Goold. "A Study of Low-Literate Adults: Personal, Environmental, and Program Considerations," *Urban Review,* 12 (Summer 1980), 60-77.

The authors report their interviews with 17 participants in 6 ABE programs in the Washington, D.C. area. They attempted to discover the students' ideas of the cause(s) of their reading problems, perceptions of the reading process, and reasons for learning to read. What emerged from the study was the fact that there was a minimal need for reading and writing in the lives of the students. Thus, the authors contend, there is a need to tie this minimal need for reading into the instructional program; there is a need to broaden student awareness of the reasons for reading and writing.

Section 3 CRITIQUES OF SOME CURRENT PHILOSOPHICAL ASSUMPTIONS ABOUT LITERACY

This section includes thoughtful and thought-provoking critiques of the philosophical assumptions underlying much of literacy education. These critiques come from different perspectives: philosophical, psychological, and sociological.

Coles, Robert. "Work and Self-Respect," *Daedalus*, 105 (Fall 1976), 29-38.

Coles presents a sensitive, compassionate look at the hopes, fears, understandings, and perceptions of some working class Americans. This article is important for adult literacy educators (most of whom are college educated and middle class) because it shows them that the easy generalizations that stereotype the working class, unemployed, and illiterate are based on little or distorted information.

Freire, Paulo. "The Adult Literacy Process as Cultural Action for Freedom," *Harvard Educational Review*, 40 (May 1970), 205-225.

Freire contends that becoming literate is a movement toward an understanding of and an acting on one's world. He rejects all literacy programs in which teachers "feed" information to students who are seen as hungry for the word. Instead, Freire says, the adult literacy process must be based on authentic dialogue between teacher and student. Freire also discusses concepts usually associated with his pedagogy: for example, conscientization, generative words, codification, persons as subjects and not objects. This is a clear introduction to Freire's work by Freire himself.

Freire, Paulo. *Education for Critical Consciousness*. New York: Seabury Press, 1973.

Contains two essays originally published in Spanish in 1969 before publication of *Pedagogy of the Oppressed*. The first essay, "Education as the Practice of Freedom," is a good introduction to Freire's thought and methodology. The second essay, "Extension or Communication," contrasts adult educators who base their instruction on their view of social and political reality without regard for their students' views, with adult educators who base their instruction on dialogue between equals.

Freire, Paulo. *Pedagogy of the Oppressed.* New York: Seabury Press, 1970.

This is the best known of Freire's works in English and probably the most difficult to read. Freire presents his analysis of the process by which the individual can become "empowered" to name and act upon his own world, as opposed to the process of most formal education programs, a process in which the values and beliefs of the dominant class "depower" individuals. All of the concepts generally associated with Freire are discussed in great detail, e.g., conscientization, generative words, dialogical education versus banking, transformation of the culture of silence.

Freire, Paulo. "The Importance of the Act of Reading," *Journal of Education,* 165 (Winter 1983), 5-11.

In this article, Freire poetically describes the ways in which he learned to "read the world," beginning with a description of the garden in which he was a toddler, moving to a description of his early teachers, and then to classes he taught. Throughout, Freire insists that "reading the world precedes the word, and the subsequent reading of the word cannot dispense with continually reading the world." In addition, Freire reaffirms the political nature of adult literacy. He specifically denies reducing reading and writing "merely to learning words, syllables, or letters," but says, "reading always involves critical perception. . . ."

Grabowski, Stanley M. (Ed.). *Paulo Freire: A Revolutionary Dilemma for the Adult Educator.* Syracuse, New York: Eric Clearinghouse on Adult Education, 1972.

Although everything in this collection is over 10 years old, so that none of Freire's more recent works are considered, this volume is not totally outdated. Still pertinent are the articles dealing with the historical background of Freire's ideas and the criticisms by Griffith and by Stanley.

Greene, Maxine. "Literacy for What?" *Phi Delta Kappan,* 63 (January 1982), 326-329.

Greene discusses literacy in terms of process, restlessness, and quest. "But I want to see the means of achieving literacy made continuous with the end in view. . . . Literacy ought to be conceived as an opening, a beginning, never a fixed end." Greene contends that the teacher's role is to help students overcome their silence and sense of powerlessness by helping them to find and speak in their own voice.

Griffith, William S. "Paulo Freire: Utopian Perspectives on Literacy Education for Revolution," in Stanley M. Grabowski (Ed.), *Paulo Freire: A Revolutionary Dilemma for the Adult Educator.* Syracuse, New York: Eric Clearinghouse on Adult Education, 1972.

Griffith maintains that Freire has nothing new to say to adult educators: "Countless adult educators whose works are less well known, and apparently unknown to Freire, have expressed the same ideas regarding the active participation of learners in their own education and have set forth ideas for implementing the approach with more rigor and greater humility than the author of *Pedagogy of the Oppressed.*" Griffith says that Freire's ideas have been readily accepted by academics in the United States for two reasons: 1) there is a widespread disenchantment with public education and 2)

academics accept Freire's partial view of reality because their views of reality are constrained by the specialized nature of their disciplines.

Guthrie, John T. "Being Literate," *Journal of Reading*, 22 (February 1979), 450-452.

In this brief, reflective essay, Guthrie explores the meaning of literacy from a literary point of view. Literacy, he says, is much more than the ability to read instructions, application forms, and other such "functional literacy" materials; rather, it is a "reaching out for understanding about the significance of human experience." The literate person is the one who "reads to explore him or herself, to discover other people, to find respite, or to be startled...."

Hunter, Carman St. John. "Literacy for Empowerment and Social Change," *Visible Language*, 16 (Spring 1982), 137-143.

Author discusses how a sense of control over one's life and a change in the levels of hope and expectations often determine whether literacy skills will be acquired or even be seen as important by an individual. "Yet I am convinced that these skills are more closely related to a sense of personal identity and to the conviction that we can do something about what is happening to us than they are to teaching techniques." Hunter contends that illiterate adults must come to perceive themselves as competent and not as deficient. Moreover, the perspective of *both* the learner and the educator must be transformed; teachers and learners must become "confident in each other's ability to change." Author provides two examples of what can happen in literacy/ABE programs once teachers and students change perspectives and become subjects or agents for change instead of objects.

Illich, Ivan. *Deschooling Society*. New York: Harrow Books, 1970.

In this radical critique, Illich examines the detrimental effects of formal schooling upon all aspects of society. Illich says that education must be taken out of formal school settings and out of the hands of professional educators and bureaucrats who control not only what will be learned but also determine who will be certified as competent and literate. Although Illich never specifically mentions adult literacy, he speaks loudly to those who wonder why, in a print saturated society like the United States, there are adult illiterates, many of whom have had eight or more years of schooling. As an alternative to formal schooling, Illich proposes a network of informal "Learning Webs" which includes such things as skill exchanges and peer-matching based on interests, needs, and abilities of the individuals involved.

Illich, Ivan, and Etienne Verne. *Imprisoned in the Global Classroom*. London: Writers and Readers Publishing Cooperative, 1976.

In 1970, Illich called for a "deschooling" of society. He said that schools epitomized the confusion of certification with education, with consequent lockstep, backward looking programs aimed toward a mastery memorization of items selected by nameless people, and not toward enlarging one's awareness and knowledge of oneself and the world. In 1976, Illich and Verne see the problems pointed out in *Deschooling Society* as both worse and different. Education has been taken out of the schools, but

instead of this meaning continuous growth for all people, it has meant less growth, more mechanization, and more commercialization. Professional educators have adopted the terminology of deschooling, but not the philosophy. They have taken their classes out of the schools and into the communities, but the classes haven't changed. This has resulted in "the industrialization of education and the commercialization of knowledge." Instead of the Learning Webs that Illich proposed in 1970, we have Lifelong Learning; but those neighborhood night classes are still controlled by bureaucrats and professional educators and the educators, by convincing people that they need to continue taking classes, "succeed in convincing men of their permanent incompetence." Illich and Verne offer nine specific suggestions for confronting and overcoming these problems. One example: "Make it illegal to require a person applying for a job to produce school or university diplomas or training course certificates. . . ."

Kozol, Jonathan. "Keeping Social Change at a Safe Distance," *Harvard Educational Review*, 52 (February 1982), 54-60.

This article is a critique of the special issue of *Harvard Educational Review* (February 1981) devoted to education in the Third World, "Education as Transformation: Identity, Change, and Development." Kozol says that the issue does little to assist us in our understanding of the problems we face here in our own society because the articles deal with Third World educational problems as if they were somehow special or unrelated to those in the United States. Moreover, Kozol contends that literacy workers in the United States are guilty of cultural imperialism because they want to export their methods, research, and assumptions but are not willing to import others, to accept the possibility that some of the methods used in Cuba, Nicaragua, and Brazil might be used in the United States.

O'Neil, Wayne. "Properly Literate," *Harvard Educational Review*, 40 (May 1970), 260-263.

O'Neil makes a strong distinction between being able to read and being literate: "Being able to read means that you can follow words across a page, getting generally what's superficially there. Being literate means you can bring your knowledge and your experience to bear on what passes before you. Let us call the latter proper literacy; the former improper. You needn't be able to read to be properly literate." Proper literacy extends individuals' control over their lives and environment; improper literacy results in individuals being controlled by the print of the mass media.

Rigg, Pat, and Francis E. Kazemek. "Adult Literacy: Problem and Solutions," *Convergence*, 16 (Fall 1983), 32-38.

Authors suggest the current crisis in adult illiteracy is, in part, based on mistaken assumptions about the nature of literacy. They present the two best known current approaches to the problem of adult illiteracy—the first typified by the APL Project and the second by Freire and Kozol. They fault both, and propose a third approach which incorporates Freire's notion of teacher and student being colearners, together with the findings of current research in reading and writing.

Stanley, Manfred. "Literacy: The Crisis of Conventional Wisdom," in Stanley M. Grabowski (Ed.), *Paulo Freire: A Revolutionary Dilemma for the Adult Educator*. Syracuse, New York: Eric Clearinghouse on Adult Education, 1972.

Stanley presents an analysis, interpretation, and criticism of Freire's thought. He is critical of Freire on a number of important issues: 1) Freire raises many important questions which he doesn't properly answer (for example, What is the proper relationship between education and social criticism?); 2) Freire is guilty of "unadmitted elitism" because of his use of the term "myth" to characterize perspectives with which he disagrees; 3) Freire's analysis of all societies in terms of an oppressor-oppressed dichotomy is simplistic; 4) Freire ignores the fact that revolution needs the social mobilization of masses of unenlightened people and people who may not want the radical freedom he advocates. "Nowhere does he seem to consider the possibility that a significant proportion of people might reject such radical freedom in favor of benign authoritarianism and aesthetically tinged mystifications once they discovered that radical praxis meant hard work...." Stanley concludes by outlining some universal sociological issues of education that must be considered when developing a philosophy of education.

Section 4 RESEARCH

The fourth section addresses the question, "What are some research studies which explore the nature of literacy and of illiteracy?" Included here are: historical studies, age related studies, job related studies, and school related studies.

Acland, Henry. "If Reading Scores Are Irrelevant, Do We Have Anything Better?" *Educational Technology*, 16 (July 1976), 25-29.

Acland is critical of the Adult Performance Level (APL) project. He contends that one can only determine whether an individual is literate by looking at the specific literacy demands of the environment in which the individual is acting. Acland states that all people do not face the same real-world problems; thus, objectives such as those established by APL (which supposedly *all* "successful" people must meet) are inappropriate. Moreover, there are many ways of solving problems in life; the APL objectives simply set forth one way.

Courtenay, Bradley C., Robert T. Stevenson, and Marietta P. Suhart. "Functional Literacy Among the Elderly: Where We Are(n't)," *Educational Gerontology*, 8 (July-August 1982), 339-352.

Authors review and analyze the studies on functional literacy and the elderly. They maintain that the literacy needs of elders have been largely ignored by adult educators. Their three most important findings are: 1) There is no adequate definition or measure of functional literacy for the elderly; 2) elders are less able to meet the literacy demands of society than are younger people; and 3) none of the studies analyzed "addressed the question of whether the demands for literacy were the same for various age groups or whether various competencies were related to adequate functioning in different ways among age groups."

Diehl, William A., and Larry Mikulecky. "The Nature of Reading at Work," *Journal of Reading*, 24 (December 1980), 221-227.

Authors report the findings of a study which attempted to specify the literacy demands encountered in a broad range of occupations. They interviewed on the job 107 people from a wide variety of occupations and discovered that reading on the job is an

extremely common activity, regardless of occupation. They present various conclusions concerning on the job reading, the two most important of which are: 1) people use reading materials to remind them to do things and 2) they often use reading in conjunction with other sources of information (listening, looking at diagrams and pictures). Diehl and Mikulecky conclude that reading at work may be quite different from reading in school.

Fingeret, Arlene. "Social Network: A New Perspective on Independence and Illiterate Adults," *Adult Education Quarterly*, 33 (Spring 1983), 133-146.

Fingeret reports results of indepth unstructured interviews and participant observations with 43 adults in an urban setting. She explored the social structures in which illiterate adults participate and the effects of these social networks on the adults' sense of dependence or independence. Fingeret says that "cosmopolitan" illiterates are economically successful adults who trade their various skills for the literacy skills of literate members in their networks. These networks are characterized by mutual and interpersonal interaction. "Local" illiterates, on the other hand, participate in social networks composed primarily of kin or of neighbors. These networks are not characterized by mutuality but by the locals' dependence on others in the network. Fingeret argues that literacy programs have mostly ignored the fact that illiterate adults always live within some social structure or network. Literacy instruction has typically focused on individual achievement or development of skills and not on social action. She says that illiterate "adults know, however, that as they learn to read, all of their network relationships must shift." Accordingly, adult literacy programs must expand and focus on illiterate adults as "individuals-in-networks." Program planners and instructors must explore and understand existing social networks and work within such social groups.

Guthrie, John T. "Where Reading Is Not Reading," *Journal of Reading*, 26 (January 1983), 382-384.

Citing his own research and that of others, Guthrie says the traditional view maintains that people read for information or entertainment, read books or other pieces of extended discourse, read for relatively long periods of time, and read quickly in order to get the gist of a text. Guthrie says that most reading is done in relation to individuals' occupations. This occupational reading is quite different from the traditional view. In general, it has the following qualities: 1) most job reading is not from books; 2) employees do not read for the gist but read for specific details and facts; 3) the same text may be read for different purposes by different employees; 4) employees do not read for extended periods of time but for 5 minutes or less; 5) employees are unaware of the time they spend reading on the job; 6) employees believe improvement in reading is necessary to deal with new texts and information sources; and 7) reading is not optional, but is indispensable for a large majority of workers.

Guthrie, John T., and Mary Seifert. "Profiles of Reading Activity in a Community," *Journal of Reading*, 26 (March 1983), 498-508.

Authors report the results of an interview study which attempted to describe the reading activities of different occupational groups in a qualitative but comprehensive

fashion and conclude that different communities have diverse patterns of literacy based on different occupational groups. Nevertheless, even unskilled and unemployed individuals read for about 60 minutes a day, and all groups read the newspaper. The "popular image that unskilled workers are nonreaders or are limited to the reading required by employment applications is contradicted by these findings." Authors maintain that the effects of distinctive social contexts upon the acquisition, functions, and uses of literacy must be examined in future research studies.

Haase, Ann Marie Bernazza, Richard D. Robinson, and Ruth Beach. "Teaching the Aged Reader: Issues and Strategies," *Educational Gerontology*, 4 (July-September 1979), 229-237.

Authors discuss some recent research findings on the characteristics of the aged reader and include some suggestions for possible teaching strategies based on social interaction, need for social esteem, exposure to a wide variety of materials, need for self-help books, language experience approach, and a group dynamic approach to comprehension. They contend it "appears evident that what is needed is a model of the aged reader that is descriptive, positive, interactive, and representative. This will come from studying the aged reader in *industrial and postindustrial* societies, without preconception. It will also come from living and working with people who are aging. . . ."

Harvey, Rhonda L., and Donnie Dutton. "Reading Interests of Older Adults," Educational Gerontology, 4 (July-September 1979), 209-214.

Authors contend that there is a lack of research on the reading interests of older adults. According to the small number of studies done, the elderly have less need for vocational and professional reading. Instead, there are "greater needs for materials that keep them creative and functioning at their maximum capability." Reading interests of elders "vary as widely as the readers themselves."

Heath, Shirley Brice. "The Functions and Uses of Literacy," *Journal of Communication*, 30 (Winter 1980), 123-133.

A clear report of a longitudinal research study conducted in a stable, black, working class community in the southeastern section of the United States. Heath's findings challenge many of our commonly accepted notions about literacy and literacy instruction. Her most important findings are: 1) reading and writing are not taught exclusively in the schools; 2) literacy acquisition does not require a tight linear order of instruction; 3) out of school, people frequently display literacy skills which are neither recognized nor utilized in school; and 4) for many people, literacy is not motivated by a belief in the power of literacy to advance one academically, economically, or politically.

Heisel, Marsel A. "Adult Education and the Disadvantaged Older Adult: An Analytical Review of the Research Literature," *Educational Gerontology*, 5 (April-June 1980), 125-137.

"The purpose of this paper is to assess the educational needs of older adults, in particular disadvantaged older adults, from the broad perspective of their life

situation and to review research findings relevant to the extent and ways in which these needs are being met." Heisel discusses studies which examine 1) the demographic and social characteristics of the older population; 2) factors associated with being disadvantaged; and 3) the factors related to participation in adult education programs, and the effectiveness of such programs. Heisel says that many literacy programs are irrelevant to elders because they focus either on functional skills or on activities meant to keep the elders busy.

Jacob, Evelyn, and Jo Ann Crandall. *Job Related Literacy: A Look at Current and Needed Research.* Bloomington, Indiana: Functional Literacy Conference, 1977. ED 178 903

Jacob and Crandall raise a number of questions pertaining to research on job related literacy: Do we overestimate literacy demands? Do adults develop job reading ability while on the job? Does literacy play a symbolic role in distinguishing high-status, high-income occupations from lower-status, lower-income occupations? The authors contend that there is a need for data based on ethnographic approaches to research and for realistic assessment of text difficulty (using something other than readability formulas): "It isn't even enough to create a reading program using authentic materials, unless substantial interview and observation about how these materials are used precedes the development of the program."

Mikulecky, Larry. "Job Literacy: The Relationship between School Preparation and Workplace Activity," *Reading Research Quarterly*, 17 (1982), 400-419.

Mikulecky reports the findings of a study which examined the literacy demands, competencies, and strategies used by 48 high school juniors; 51 adult technical school students; and 150 workers employed in a wide range of occupations and professions. The students and workers were given a variety of tests and were interviewed and observed at school and their places of employment. The author says there are four main findings: 1) students read less often than workers on the job; 2) students read less competently; 3) students face easier materials which they read to less depth; and 4) strategies students use may be less effective than those used by workers on the job. Mikulecky contends that it is an open question whether schools can prepare students for the literacy demands of the workplace.

Rigg, Pat, and Francis E. Kazemek. "Literacy and Elders: What We Know and What We Need to Know," *Educational Gerontology*, 1984.

Authors review the literature dealing with literacy and the aged, finding little they can commend: 1) there is a paucity of research on this topic; 2) much of what little research exists (like most proposed programs for the elderly) is based on assumptions about the elderly rather than on empirical data; 3) there is no synthesis of the findings from the very small number of educators who have been collecting empirical data. Thus, most literacy programs for the elderly are developed by those who think they know best what elders need. Rigg and Kazemek say we need to find out the elders' perceptions of literacy, investigate what they believe reading and writing are good for, what they believe their own needs are, and base programs for the elders on what they say.

Robinson, Richard D., and Ann Marie Bernazza Haase. "The Reading Process and the Elderly," *Educational Gerontology*, 4 (July-September 1979), 223-228.

Robinson and Haase maintain that relatively little is known about the reading of elders. "Much of the current knowledge available on the reading habits, interests, and problems of the elderly is based on data gathered primarily from surveys of the general population and through studies detailing the use of library services, especially among older persons living in retirement centers and health care facilities." The authors very briefly discuss some of the findings of these studies and contend that future research should explore the elder's reading process. They conclude by providing a comprehensive list of suggested research questions which deal with the reading of the elderly.

Scribner, Sylvia, and Michael Cole. *The Psychology of Literacy*. Cambridge, Massachusetts: Harvard University Press, 1981.

Scribner and Cole asked, "What effects, if any, does literacy have on thinking?" They spent over five years studying the Vai people in Liberia, a group which invented its own writing system early in the 19th century. The Vai have three writing systems available: their own syllabary, Arabic, and English. Vai script is learned out of school; thus Scribner and Cole were able to distinguish effects of literacy from effects of schooling. Their major findings are presented in Chapter 14, "The Practice of Literacy," which is the most pertinent here. "Literacy makes some difference to some skills in some contexts. But...cognitive skills...are intimately bound up with the nature of practices that require them." That is, they cannot support the common assertion that being able to write means being able to think in a different way. "Literacy is not simply knowing how to read and write a particular script but applying this knowledge for specific purposes is specific contexts of use." Scribner and Cole's article, "Unpackaging Literacy," in Whiteman's *Writing*, (1982, reviewed here), summarizes much of their research and findings.

Scribner, Sylvia, and Michael Cole. "Unpackaging Literacy," in Marcia Farr Whiteman (Ed.), *Variation in Writing: Functional and Linguistic-Cultural Differences*. Writing: The Nature, Development, and Teaching of Written Communication Series, Volume 1. Hillsdale, New Jersey: Erlbaum, 1982.

This clear, concise, pertinent summary of their research with the Vai supersedes Scribner and Cole's 1978 *Harvard Educational Review* article. Here, the authors suggest how their research into the psychological effects of literacy may apply to current educational concerns. They briefly review some of the most important thinking on this topic, referring to Vygotsky, Havelock, and Ong, and then present a common definition of writing which ignores contexts of use. Scribner and Cole's research shows that "writing serves a wide variety of social functions"; more, the model of writing as basically one process fails to indicate "the multiplicity of values, uses, and consequences which characterize writing as social practice."

Sharon, Amiel T. "What Do Adults Read?" *Reading Research Quarterly*, 9 (1973-1974), 148-169.

Sharon summarizes the results of a national survey which attempted to determine the characteristics of adult reading habits in the United States. The survey was one of the first to examine the role and importance of reading in everyday life and it attempted to determine what is being read, by whom, for how long, for what reasons, and to determine how reading fits into people's daily activities. Among the major findings: the average person reads for almost 2 hours a day; people with a high Social-Economic-Status (SES) tend to read more than people with a low SES (many of whom are unable to read); and most reading is of newspapers, magazines, books, and job related materials.

Sticht, Thomas G. (Ed.). *Reading for Working: A Functional Literacy Anthology*. Alexandria, Virginia: Human Resources Research Organization, 1975. ED 102 532

This is a 192 page synoptic review of the HumRRO research which attempted to determine functional literacy levels for selected military jobs having civilian counterparts. The review is divided into three parts: Part one describes attempts to develop general relationships for estimating functional literacy demands of selected jobs; part two focuses on various attempts to bridge the gap between personal literacy skills and the literacy demands of jobs (use of job aids, use of photographs, use of other visual and oral cues and resources); part three consists of a set of collected papers by various authors dealing with such topics as career related reading and functional literacy instruction in the secondary school.

Sticht, Thomas G., John S. Cayler, Richard P. Kern, and Lynn C. Fox. "Project REALISTIC: Determination of Adult Functional Literacy Skill Levels," *Reading Research Quarterly*, 7 (Spring 1972), 424-465.

The purpose of the authors' research was to determine functional literacy levels for jobs to which the Army assigns many men they designate "lower-aptitude." The authors report four main findings: 1) the reading difficulty of job materials often exceeded by 4-6 grade levels the average reading ability of "high-aptitude" men, 2) the use of materials often increased with increased skill in reading and the easier the materials were to read, the more likely they were to be read; 3) the men often relied on listening rather than reading to get the information needed to perform their jobs; and 4) standardized tests may provide valid indications of ability to perform adult level reading tasks. (For more detailed account of this research see Sticht, 1975.)

Taub, Harvey A. "Life-Span Education: A Need for Research with Meaningful Prose," *Educational Gerontology*, 5 (April-June 1980), 175-187.

Taub provides an overview of the literature in learning and memory related to reading instruction for the elderly. He concludes, "Virtually all the research in learning and memory has concentrated on analog tasks with unconnected words, digits, and letters, which may not be generalizable to situations that require processing of meaningful connected discourse. It is also paradoxical that virtually all learning and memory studies of aging have utilized analog tasks even though it is recognized that meaningfulness is a critical variable, and that elder groups may be less responsive than

young or may even terminate participation when faced with what they believe are meaningless stimuli and trivial tasks. Thus, there is a critical need for research using meaningful, nonlaboratory type prose materials to obtain data applicable to educational and training environments."

Wolf, Ronald E. "What is Reading Good For? Perspectives from Senior Citizens," in Laura S. Johnson (Ed.), *Reading and the Adult Learner*. Newark, Delaware: International Reading Association, 1980.

The author asked 249 elderly persons living in 11 retirement homes what they want and need to read. He found that the elderly read for a variety of purposes: to fulfill lifelong needs, to cope with the problems of aging, to satisfy curiosities, to meet certain duties (e.g., reading the Bible). Finally, Wolf found that reading has a social purpose among the elderly: they read in order to prevent their isolation from society.

Section 5 TEACHING

The fifth section focuses on teaching; it includes information on the nature of the adult learner, instructional strategies, ways to evaluate, and resources available for the classroom.

Adams, Frank, with Myles Horton. *Unearthing Seeds of Fire: The Idea of Highlander.* Winston-Salem, North Carolina: John F. Blair, 1975.

A history of the Highlander Folk School, which for 50 years has been an adult learning center. The school's educational philosophy maintains that instructors are to teach adults their own capacity to learn. The book also describes the Citizenship Schools, which train black adults to pass the literacy requirements for voter registration; this literacy education was as empowering as Freire's "conscientization" in the villages of South America.

Anders, Patricia L. "Tests of Functional Literacy," *Journal of Reading*, 24 (April 1981), 612-619.

Anders reviews five commercially published literacy tests: Reading/Everyday Activities in Life (REAL); Performance Assessment in Reading (PAIR); Senior High Assessment of Reading Performance (SHARP); Life Skills (Reading); Minimal Essentials Test (MET). Anders says that we must look at "broader concerns" than those addressed by these tests; we must look at the ways of describing functional literacy, and at methods of measuring functional literacy. She concludes that functional literacy is relative to specific cultural situations. "We need to create instruments that will more closely and holistically describe, diagnose, and measure the characteristics of the successfully functioning literate adult."

Bochtler, Stanley E. "Reading Goes to Jail—and Sends a Word to All," in Laura S. Johnson (Ed.), *Reading and the Adult Learner.* Newark, Delaware: International Reading Association, 1980.

Bochtler describes a program developed by instructors of inmates in an Indiana county jail. The instructors believed their students had been "skilled to death"; therefore, the teachers rejected offering them one more typical ABE/GED class, one in

which the "teacher enters the classroom, reviews what was discussed in syllabication the day before, and distributes worksheets." Instead, the teachers used films, poetry, trade books, and popular magazines to develop an individualized reading program based on the interests and needs of each inmate. Bochtler briefly mentions how films were used to spark group discussions, how teachers read to their classes, and how sustained reading was used.

Brown, Cynthia. "Literacy in 30 Hours: Paulo Freire's Process in Northeast Brazil," *Social Policy*, 5 (July-August 1974), 25-32.

A very brief, but clear, explication of Freire's pedagogical approach. Brown discusses Freire's notion of "conscientization"—the process by which people are encouraged to analyze their reality and to take action to transform that existential situation—and she summarizes the steps Freire followed in teaching illiterate peasants to read, providing actual examples of words codified into pictures and word lists used in northern Brazil.

Cervero, Ronald M. "Assessment in Adult Basic Education: A Comparison of the APL and GED Tests," *Adult Education*, 31 (Winter 1981), 67-84.

Cervero compared APL to GED by administering the APL Survey Test to 269 adults who were also taking the current form of the GED Test. He found a high positive relationship between total scores on the 2 tests: $r = .81 < .00001$. A factor analysis revealed that one factor—reading ability—significantly affected scores on both tests. Thus, he concludes that the APL Survey and the GED Test are both primarily measures of reading ability. Cervero warns curriculum developers and adult literacy instructors to use caution if they select the APL Survey as a diagnostic tool since the subtest scores probably give little information on students' abilities in the 5 content areas and 5 skill areas other than reading.

Coles, Gerald S. "Dick and Jane Grow Up: Ideology in Adult Basic Education Readers," *Urban Education*, 12 (April 1977), 37-54.

Coles analyzes the stories in the five most widely used sets of ABE materials: Cambridge ABE Series, Mott, Steck-Vaughn, Sullivan Associates, and Educational Development Laboratories. He looks at such things as race, sex, role, class, hierarchical control, and problem solving. He finds that sexism and racism abound in the materials. Coles concludes that the "major ideological thrust bolsters the status quo," a status quo in which victims are blamed for their conditions.

Colvin, Ruth J., and Jane H. Root. *Tutor: Techniques Used in the Teaching of Reading*, Revised Edition. Syracuse, New York: Literacy Volunteers of America, 1976.

This book is "addressed primarily to those who have had no technical training in the teaching of basic reading. . . ." It includes specific pedagogical techniques for using language experience stories and for teaching sight words, phonics, word patterns, and various comprehension and study skills. The book also contains information on diagnosing student needs, developing goals and lesson plans, and evaluating student progress. The appendix includes various word lists for adults, suggested key words, and various word patterns. Although not based on a psycholinguistic view of the

reading process, this volume is included here because it has been used successfully by thousands of volunteers teaching others to read.

Cooper, Charles R., and Anthony R. Petrosky. "A Psycholinguistic View of the Fluent Reading Process," *Journal of Reading*, 20 (December 1976), 184-207.

Authors present an overview of the psycholinguistic model of the reading process. They also present and discuss a number of appropriate reading strategies and activities based on this model; these strategies and activities are contrasted with more traditional approaches to reading instruction. This article is an excellent introduction to the psycholinguistic approach to reading, especially for adult literacy instructors who are unfamiliar with this approach.

Cross, K. Patricia. *Adults As Learners*. San Francisco: Jossey-Bass, 1981.

Cross provides a comprehensive look at the issues, problems, and approaches to adult education. Especially important for adult literacy education is the discussion of adults' reasons for engaging in learning activities and the perceived barriers to learning which they often experience. Cross contends that most adults are pragmatic and have various practical reasons for learning. Motivation for learning must be examined in terms of the interaction between the individual and the specific environment. Her discussion of various theoretical approaches to adult education—andragogical, humanistic, developmental, behavioristic—is important for the adult literacy educator who is attempting to formulate a theoretical foundation for teaching and learning.

Elsasser, Nan, and Vera P. John-Steiner. "An Interactionist Approach to Advancing Literacy," *Harvard Educational Review*, 47 (August 1977), 355-369.

Authors present an approach to literacy instruction based on the work of L.S. Vygotsky and Paulo Freire. Educational change is intertwined with social change since there are complex interactions among educational, political, social, and cognitive factors. The authors stress the importance of dialogue, both oral and written, as the means by which individuals can attain the long term objectives of using literacy as a tool for both personal cognitive growth and social transformation: "Language is developed, extended, and modified through the consistent interaction of individuals and their social contexts." They conclude by illustrating various instructional principles and strategies which build upon both Vygotsky's and Freire's notions of dialogue.

Fader, Daniel. *The New Hooked on Books*. New York: Berkley, 1976.

In this wide ranging and readable book, Fader discusses the necessity of all teachers, regardless of the subject matter they teach, becoming teachers of reading and writing. He describes in much detail his "English in Every Classroom" approach which is "based on the principle of *saturation*, meaning the replacement, whenever possible and in whatever classrooms, of customary texts and workbooks with newspapers, magazines, and paperback books." The book also includes chapters on techniques of teaching reading and writing, sample lessons, methods of implementing the philosophy of "English in Every Classroom" in elementary and secondary schools,

and a bibliography of 1,000 paperbacks grouped according to various topics (e.g., careers, fantasy, sports). This volume contains a wealth of practical information that can be used by the adult literacy instructor.

Graff, Harvey J. *Literacy in History: An Interdisciplinary Research Bibliography.* New York: Garland, 1981.

An unannotated, book length bibliography (400 pages) which deals with the history and study of literacy. The articles, books, parts of books, and dissertations are grouped according to various general topics: historical approaches to literacy, social change and social development, urban and community studies, family studies, crime and criminality, studies of women, and studies of blacks. The entries range in date from the early part of this century to 1979.

Heath, Shirley Brice. "Toward an Ethnohistory of Writing in American Education," in Marcia Farr Whiteman (Ed.), *Variation in Writing: Functional and Linguistic-Cultural Differences.* Writing: The Nature, Development, and Teaching of Written Communication Series, Volume 1. Hillsdale, New Jersey: Erlbaum, 1982.

Heath surveys the history of the functions of writing in American society and writing in American schools. She contends that writing instruction in schools is often unrelated to the real life needs and purposes of writers and to support this, she describes how she taught writing to a group of black secondary students, all poor students academically, from a rural, working class community. The purposes for writing and writing activities were based on the uses of writing in the students' specific cultural context. "For functions they valued, they learned to write—in a range of styles and for a variety of readers. . . .This approach enabled students to become writers and translators for their own communities, for an audience of readers whose abilities they knew and could identify precisely. They made functional literacy truly functional in the social context of their own cultures."

Knowles, Malcolm S. *The Modern Practice of Adult Education: From Pedagogy to Andragogy.* Chicago: Association Press/Follett, 1980.

A good overview of the adult learning process, the adult educator's role, and different learning environments. Book deals in detail with such things as assessment and establishing program objectives. Knowles' discussion of the differences between pedagogy (the art and science of teaching children) and andragogy (the art and science of helping adults learn) is especially well done. He maintains that in an andragogical learning environment the climate is informal. Student and teacher together assess needs, establish goals, plan activities, and evaluate progress.

Knox, Alan B. *Adult Development and Learning.* San Francisco: Jossey-Bass, 1977.

This is a good introduction to the general areas of growth and development in the adult years. It is designed to give adult educators a "comprehensive developmental perspective on adulthood." The chapters deal with such topics as adult learning,

women's roles, and personality during adulthood. Although the text is based on the findings of more than a thousand studies, Knox cautions the reader that these studies mostly reflect the experiences of white, middle class Americans.

Koch, Kenneth. *I Never Told Anybody: Teaching Poetry Writing in a Nursing Home.* New York: Random House, 1977.

Describes in detail the techniques and strategies Koch and his colleagues used to teach a group of elderly people in a nursing home how to write poetry. All of the students were in their 70s, 80s, or 90s, came from working class backgrounds, had limited educations, seldom read and had never written poetry, and were ill and/or incapacitated. Koch distinguishes between poetry writing as an art which helps an elderly person become fully alive, and poetry writing as therapy which helps make an elderly person busy. More than half of the book is an anthology of the students' poems.

Kohl, Herbert R. *Reading, How To.* New York: E.P. Dutton, 1973.

An informal handbook for the volunteer who wants to teach someone else how to read. Kohl contends that anyone "who reads with a certain degree of competency can help others who read less well." His view of the reading process and reading instruction is eclectic; he tries to use whatever works. Although there are problems with this eclectic approach, Kohl's pedagogical strategies are often exciting and will benefit even the most experienced literacy instructor. Of special note are his uses of alternative reading materials, alternative contexts for learning to read, found and concrete poetry, environmental print, and generative words.

London, Jack, and Jeanne Bunderson Ewing. "Adult Education and the Phenomenon of Social Change," *Adult Education*, 32 (Summer 1982), 229-247.

London and Ewing report the findings of a case study of one cohort group born between 1900-1905. For adult education in general and literacy instruction in particular one must know something about the social, historical, economic, and cultural pasts of one's students. Unless literacy instructors have some understanding of the social forces and historical events that helped shape their students, instructors will be unable to tap into those perceptions and experiences that really matter to the individual.

Mezirow, Jack. "Perspective Transformation," *Adult Education*, 28 (Winter 1978), 100-110.

Transforming one's perspectives means becoming "critically aware...of the cultural and psychological assumptions which structure the way we see ourselves and others." It is the sort of rethinking that characterizes consciousness raising in the women's movement, or conscientization in Freire's villages. Mezirow asserts that perspective transformation is a necessary precursor to any behavioral change; indeed, he maintains that the highest priority for adult education is to develop its potentialities for perspective transformation. "This will involve a redefinition of our priorities in terms of goals, functions, methods, and modes of research and evaluation."

Moriarity, Pia, and Nina Wallerstein. "Student/Teacher/Learner: A Freire Approach to ABE/ESL," *Adult Literacy and Basic Education*, 3 (Fall 1979), 193-200.

Authors criticize the APL approach to adult basic education because, among other negative things, it is simply one more of the "competency based programs in which 'facilitators' still have a carefully organized monopoly on information to be shared." As an alternative, they present certain aspects of Paulo Freire's pedagogy. They describe, with some examples, Freire's use of listening and dialogue to elicit "generative themes" from adults which then can be "codified" and used for learning and acting upon the social environment. They place special emphasis upon creative problem solving as a higher mental process of which even the most "illiterate" adult is capable.

Newman, Anabel P. *Adult Basic Education: Reading*. Boston: Allyn and Bacon, 1980.

Author says this "handbook is intended for those instructors, tutors, volunteers, administrators, and leaders in business and industry who are—or would like to be—involved with teaching reading to adults." As such, the book includes information on such things as diagnosing learner characteristics, developing goals and objectives, planning assessment, planning teaching strategies, organizing for instruction, planning resources, implementing instruction, and evaluating. Although there is no clear theoretical base and the approach to adult reading instruction is eclectic, this "cookbook" is one of the best available because Newman treats the adult illiterate as an adult, not as a school child and tries to incorporate findings from current reading research. The appendices include bibliographies of diagnostic materials and organizations for obtaining assistance.

Northcutt, Norvell. *APL Scope and Sequence Charts*. Austin, Texas: University of Texas, 1976.

The Adult Performance Level(APL) defines functional competency as the attainment of 65 APL learning objectives representing 5 knowledge or content areas: Consumer Economics, Community Resources, Government and Law, Health, and Occupational Knowledge. These areas are explored as are the objectives attained by the student through the development and effective use of the six APL skills: Reading, Writing, Computation, Speaking-Listening-Viewing, Problem Solving, and Interpersonal Relations. Each of the Scope and Sequence Charts in this book "is meant to serve as a map, both for guiding learners through an APL objective and as a guide for further curriculum development." Each chart includes intermediate objectives, enabling objectives, and the relationships among the "enabling objectives in terms of learning sequence." Northcutt says that through the "series of enabling objectives, a meaningful progression is formed through which the learner passes to achieve the intermediate objectives." The intermediate objectives in turn are sequenced from entry level to mastery, at which point the student is deemed functionally competent.

Rigg, Pat, and Francis E. Kazemek. "Treating Men Like Boys: Pedagogy and Andragogy on a Job Corps Center," *Urban Education*, 18 (October 1983), 336-347.

Authors report on the pedagogy (teaching adults as though they are children) they found at a Job Corps Center, a pedagogy demonstrated not only in the literacy classes, but in the dearth of reading material for the personnel at the Center. They list suggestions they made to the literacy instructor, which make the literacy classes more andragogical (teaching adults as though they are adults) and make the Center a more literate environment.

Rigg, Pat, and Liz Taylor. "A Twenty-One Year Old Begins to Read," *English Journal*, 68 (March 1979), 52-56.

A case study of a young woman who had not learned to read, despite fifteen years of school. In fifteen weeks of tutoring, the authors helped Renee to think of herself as a reader and to become a reader. The article details the techiques used—language experience, rereading, retelling, assisted reading, sustained silent reading—and explains why each one worked.

Schneiderman, Paula. "Active Reading Techniques Systems (ARTS): A Method for Instruction of Functionally Illiterate Adults," *Urban Education*, 13 (July 1978), 195-202.

Schneiderman contends that the literacy teacher must use a variety of teaching strategies, each of which must "enhance self-esteem, be an active process, be different from school experience, and show practical results quickly." She presents and discusses 5 such strategies: Language Experience Approach, Information Reading Technique, Life Skills Reading, Use of Context, and Silent Reading and Rereading.

Staton, Jana. "Literacy as an Interactive Process," *Linguistic Reporter*, 24 (October 1981), 1-5.

Staton describes a research study within an elementary classroom in which student and teacher communicated extensively by means of a journal, each writing what he/she wanted to say to the other in a sort of written dialogue. The journals helped develop reading and writing competence. Staton says that journal writing is effective because it "draws on the student's already acquired native competence in using the conversational style of oral language, audience feedback, and physical and social contexts to communicate effectively." This approach offers many pedagogical possibilities for the adult literacy instructor.

Vella, Jane Kathryn. *Learning to Listen: A Guide to Methods of Adult Nonformal Education*. Amherst, Massachusetts: Center for International Education, 1979. ED 186 680

Vella's approach is based upon the work of Malcolm Knowles and Paulo Freire. She discusses: 1) ways of learning to listen to students and members of a community; 2) approaches to sharing knowledge instead of transmitting it, and 3) methods of problem posing education. This is a handbook of exceptional worth and insight, especially for the adult literacy instructor or tutor. It includes discussions of the use of small groups, the use of adult students' experiences, the importance of the physical

environment in which teaching and learning occur, and equally important factors such as peer interactions based on shared respect between teacher and learner.

Watson, Dorothy J., and others. *Describing and Improving the Reading Strategies of Elderly Readers*. Columbia, Missouri: University of Missouri, 1979.

The authors describe in some detail the findings of a reading miscue research study involving a small group of elderly readers. Based on the findings of this study, the authors present a psycholinguistic approach to literacy instruction. They "present the important instructional components of an effective reading program for older readers with practical suggestions for a teacher to use with individuals or small groups and. . .a section that may be given to older readers who can work on their own toward becoming more proficient."

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